



Reform Redesign Report

Henderson Academy

Detroit City School District

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Henderson/Jemison Elementary-Middle School is located at 16101 W. Chicago. It is a PreK-8 grade configuration of 95% African American, 2% White and 3% Arabic students. This year, we received 80% of Mae C. Jemison student population. All students participate in the free meals benefit program. Our current population is 832 inclusive of special needs students. The staffing consist of: (1) Principal, (1) Assistant Principal, (1)Counselor, an Instructional Specialist,(3) Title 1 teachers for ELA and Math, (2)Title 1 Educational Technitions, (4)School Service Assistants, (5)Paraprofessionals, (1)Class Size Reduction teacher, (28)teachers for grades k-8, (1) preschool teacher, (7) special needs teachers, (3) resource teachers, a nurse, (2) social workers, a speech and physical therapist, and a school pyschologist. The school has an active parent governance committee associated with the Local School Community Organization. The community at -large has stable housing with a mixed population of working and non-working families, community out-reach and faith-based organizations, churches with pre-school and alternative adult programs, three recreation centers, and two Children's Crisis Housing facilities. Our school is surrounded by charter schools, a self-governing high school, EAA schools, and six feeder PreK-8 Detroit Public Schools. Other challenges we face are increased bussing, a high poverty rate, a transient student population, abandon houses, and gang activity.

For the 2009-2010 school year, Henderson Academy was merged with three schools and was converted into a PreK-8 grade configuration with a 98% African American population. As a newly merged school, all staff and the LSCO participated in the redesign of the School Improvement Planning process and collaboratively made decisions regarding the vision and mission of the new school. The Comprehensive Needs Assessment and School Improvement Plan were used as tools to assist staff in determining strengths and challenges relative to curriculum, instructional and remediation purposes. The Achievement Team analyzed data regarding student achievement goals, objectives and strategies. An analysis of Reading and Math GLCE's aligned to benchmarks, standards and strands were taught that impacted student achievement for identified students below proficiency performance levels. Data driven interventions, scientific researched-based best practices and evidenced-based strategies drove the instructional program. Staff received support from the Title 1 ELA and Math teachers, an Instructional Specialist, an ELA Content Coach, and a Literacy Coach using the co-teaching model. Parents were engaged in content workshops, academic cafe's and academic fairs.

In the 2009-2010 school year our enrollment was 775 in which students were required to live within the boundary of the school to which they were assigned. Henderson Academy met Adequate Yearly Progress (AYP) in ELA and mathematics, and was in AYP Phase 0.

For the 2010-2011 school year our enrollment was 737 with a 98% African -American population. A new Open Enrollment Initiative was established by the district which allowed students to elect to attend any Detroit Public School without being required to live within the boundary of that school. We were in AYP Phase 0 Alert based on not meeting the 90%attendance rate. Although incremental student growth occurred on the MEAP, all strategies and action steps were re-visited as indicated in the SIP,CNA and Professional Development Plan. Additional time for collaborative lesson planning was established during grade level meetings and common preparation times. Extended learning was implemented through block scheduling for ELA and math. All staff were given the opportunity to facilitate workshops and attend training to enhance best practices. Staff received continued support from Title 1 teachers in a push-in program to coach and model best practices, and assist students who did not meet performance criteria on the 2009-2010 MEAP. Parents re-visited the development of the SIP and collaborated with staff regarding the Title 1 programs and activities aligned to the State standards to support curriculum, instruction and assessment.

For the 2011-2012 school year our school enrollment was 672. Students were required to attend schools within the neighborhood boundary of their home school. As a continuation of our school improvement efforts, teachers participated in staff development, After School Extended day programs, and Title 1 push in programs were designed to support targeted students needing additional assistance in core subjects. Data SY 2012-2013

results from the performance tool Data Director assisted teachers to adjust instruction and lesson planning using intervention strategies to support RTI for Tier II students performing at level 3 and 4 of the MEAP. Teachers used differentiated instruction, direct interactive instruction, flexible grouping, the inclusion model, peer tutoring, and cooperative/collaborative learning to provide effective strategies for students with difficulty mastering State standards. Although incremental student growth was indicated, performance scores decreased due to the new MEAP cut scores, and we were in AYP Phase 1 status. Additionally, this was the first year that teachers were involved in the new Teacher Performance Evaluation process. Over the three years, the major challenges are related to staffing that impacted student achievement. At the end of 2010 school year, 13 out of 45 teachers retired who were apart of the initial merger. As student enrollment increased, 8 certified teachers were assigned to fill vacancies. Substitute teachers were assigned to fill 5 additional vacancies by displaced teachers. Out of the 45 teachers assigned, 4 teachers retired, and 9 teachers were laid off at the end of 2011. At the end of 2012, 50% of the teachers who were not considered effective were released based on the Teacher Evaluation process. At the onset of 2012-2013 school year

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Henderson/Jemison Elementary-Middle School's purpose is to promote a laser-like focus on data that drives effective teaching and learning for both adult and student learners that encourages rigor, relevance and high engagement through the development of a Professional Learning Community. Our goal is to utilize scientifically research-based strategies that enhance increased achievement to ensure that all students achieve their full potential at and beyond grade level.

Vision Statement:

Henderson/Jemison Elementary-Middle School will prepare students to demonstrate excellence as champions and future leaders. The school environment will foster scientifically-researched based best practices and strategies in order to cultivate productive citizens in an ever-changing global society.

Mission Statement:

Henderson/Jemison Elementary-Middle School is a center of excellence which is committed and dedicated to providing students with a superior quality education that will demonstrate the highest level of student achievement, problem solving, and technological skills necessary to compete in a global economy, and to become environmentally conscious individuals in order to compete in the 21st Century as life-long learners. Our curriculum focus is reading, mathematics, science, social studies, technology and the arts to ensure a solid academic foundation that is determined by data that provides growth for some and catch up growth for others.

Beliefs Statement:

Henderson/Jemison Elementary-Middle School's staff believes that all students can learn and achieve high levels of academic performance by demonstrating excellence. Henderson/Jemison's staff members are committed to using best practices and direct instruction to bring high levels of achievement into reality by using measurable data with a laser-like focus on technology, core academic materials, and lessons directly aligned with Grade Level Content Expectations and Common Core Standards

Our school embodies its purpose by focusing on the processes that are data-driven and designed for tight coupling for continuous student achievement, evaluating what we have, determining what we can do to improve, and identifying what we need to make those improvements. Our aim is to capture, inspire, and teach in order to create the conditions that will elevate performance and maximize opportunities for student success. It is expected that all students are afforded opportunities to learn at their own pace in a student-centered environment that fosters differentiated instruction in order to close achievement gaps. It is also expected that students are active participants in their learning, take ownership of their own learning, and become self-regulators. All students will have a data-based individualized learning plan called SAR's (Student Achievement Review) to help focus on his/her academic performance strengths and weaknesses. This progress monitoring tool will be used during the extended learning time that has been designed in all core subjects in conjunction with the Response to Intervention model. Other assessment tools such as DIBELS, Burst, and TRC are used to monitor student performance levels. Students are offered 190 minutes of ELA and 90 minutes of mathematics. Additional instructional time is provided during teacher assisted time for differentiated instruction and project-based learning activities that are aligned to the core subjects. Also, students are provided academic support through a push-in/pull-out program from Title 1 teachers who assist students not mastering State standards. Both general and special education teachers teach together using the inclusion and co-teaching model. Additionally, students are engaged in flexible grouping, peer tutoring, and cooperative/collaborative learning activities during the instructional program as well as, extended day for after

school tutoring.

The program offerings are as follows: Computer lab, Science Lab Inquiry Experiments, Science Research, Math Games and workshop, Project-Based Learning Activities, Art, Integrated Technology, Global Issues, Literature and Library, Accelerated Reader and Math, Debate, Journalism, Creative Writing, Readers Theater, Literacy Circles, Physical Education and Health, Robotics, DAPCEP, and Career Experience-Entrepreneurial program.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The past three years notable achievements can be cited in reshaping the culture of Henderson Academy such as: (1) the sustainability of the leadership team, (2) the use of data to inform teaching strategies, (3) focused professional development on the use of appropriate curriculum and teaching strategies, (4) monitoring results and developing the interventions for re-teaching, (5) increased parental involvement, (6) re-shaping the school climate and student behavior, and (7) the use of technology across grade levels to manage instruction and teacher practice.

The following actions were implemented that led to improved student achievement: (1) the engagement of staff in data analysis to support curriculum and instruction, (2) embedded professional development that supported teacher effectiveness using PD360, (3) parent workshops tailored to intervention skills and strategies taught in the classroom, (3) after school and summer school programs, (4) extended instructional and learning time, (5) the netbook initiative in the middle school which allowed for more student engagement and integrated technology aligned to the curriculum, (6) the use of differentiated instruction and progress monitoring, (7) academic support from Title 1 teachers, and coaching and modeling of best practices from the Instructional Specialist.

The areas of improvement are noted in the last three years for MEAP and DIBELS assessment data. In 2009-2010, DIBELS Benchmark scores were 31%. In 2010-2011, DIBELS Benchmark scores were 22%. In 2011-2012, DIBELS Benchmark scores were 31%. Third year DIBELS increased 9% for students at Benchmark end of the year results. In regards to students' proficient on the MEAP: 3rd grade Reading scores decreased 9.7% our second year, but increased 8% our third year. Math scores decreased 3.2% our second year, but increased 1.6% our third year. 4th grade Reading scores decreased 1.8% our second year and decreased 0.6% our third year. Math scores increased 0.1% our second year, but decreased 2.3% our third year. There were no writing scores for our first year, but there was a 4.4% decrease from the second year to the third. 5th grade Reading scores increased 11.9% our second year, but decreased 15.9% our third year. Math scores increased 2.9% our second year, but decreased 5.1% our third year. Science scores indicated no proficient score, but there was a 2.9% increase in partially proficient students the second year, and a 0.5% increase the third year. 6th grade reading scores decreased 8% our second year, but increased by 7.3% our third year. Math scores increased 1.3% our second year, and 2.7% our third year. Social Studies increased 0.2% our second year, but decreased 1.3% our third year. 7th grade reading scores decreased 8.1% our second year, but increased 9.1% our third year, Math scores remained the same our second year, but increased 5.3% our third year. There were no writing scores our first year, but there was a 3.5% decrease our second year. 8th grade reading scores increased 3.1% the second year and 10.8% the third year. Math scores increased 2% the second year, but decreased the third year. There were no students who scored proficient on the science portion. However, 0.3% increased in partially proficient portion in science the second year, but there was a 1% decrease the third year.

For the next three years we will focus on all core subjects (reading, math, science, writing and social studies) as areas for improvement based on the Z scores in order to close achievement gaps. There will be a focus on the Common Core Standards that students have not mastered, and we will provide differentiated instruction during whole and small group instruction. All students will have an Individualized Learning Plan that will assist the teacher in teaching specific skills and objectives to meet the needs of each student, Also, Title 1 teachers will provide additional assistance to students who scored at the lowest 30% and are furthest from the performance target in order to increase student growth. By using data performance tools such as Data Director and the Individualized Learning Plan, teachers will more easily be able to analyze MAP, DIBELS, Burst, Accelerated Reader and Math, and MEAP data results to adjust, inform and differentiate instruction.

write effective lesson plans, and use intervention strategies that support Response To Intervention. Based on the data, continuous opportunities for embedded professional development that supports curriculum, instruction and assessment will be provided for teachers. Also, for the next three years, parents will continue to be involved in the decision -making process regarding the School Improvement Plan to support academic achievement. Parents will be informed about norm-referenced and criterion referenced test scores, student performance and progress reports. Parents will be engaged in academic workshops facilitated by Title 1 teachers and the Instructional Specialist regarding best practices so they can help their child at home. The Achievement Team will continuously discuss school improvement efforts to engage parents in academic student learning.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Throughout the three years as the Instructional Leader at Henderson Academy, relationships have been established among the community and business partners, parents and volunteers. All stakeholders have been involved in school activities that promoted positive transformation and change. Each year the number of 8th grade students accepted at application schools (Cass, Detroit School of Performing Arts, Communication and Media Arts, Renaissance and Martin Luther King High schools) have increased, and those students have maintained academic excellence. The building has been maintained by the engineer, custodians, Brothers on Patrol, lunch attendants, administrators, staff, students and parents routinely to foster a safe and clean environment in spite of limited resources. Based on our "Open -Door" Policy, parents and students have a positive view of the school as it embodies respect toward administration and teachers in the building and in the treatment they receive from the school.

Students have the opportunity to be engaged in the following enrichment programs: Field Trips, The Principal's List, Boys' and Girls' Basketball, Cheer Leading, Greening program, Science Champions, Special Olympics, Performing Arts, Scripts Spelling Bee, Student Council, The BETA Club, The Debate Club, and the Future Teacher Club.

In order to foster positive character building, students are engaged in conflict resolution programs and mentorship programs such as: The Gentlemen's and Ladies' Club, Citi Camp, Teen Hype activities, Male and Female Responsibility workshops, and intervention and prevention programs (Off The Streets and Gang Resistance Education And Training).

We have sustainable community partnerships that continue to service our children and families through interactive parent and student workshops and school events. The following programs and services are provided for all students inclusive of special needs students applicable to the age appropriate grade level: The Literacy Corp Initiative, Book Mobil, Don Bosco, Universal Breakfast, Children's Hospital, Neighborhood Legal Services, Progressive, Inc. Learning Express, Detroit Impact, Mobil Dentist, Department of Health, Gleaners Food Co-op, Lens Crafter's, and Wayne State University. Virtually, the community organizations provide tutoring, Early Childhood literacy, violence prevention programs, nutrition programs, performing arts, housing programs, and health programs.

At the onset of 2013 school year, Oakman Elementary merged into Henderson-Jemison. We received a comprehensive POHI program consisted of 3rd-5th grade students with physical disabilities in addition to our existing 6-8th grade POHI program. The school environment was re-organized and on-going renovations were done to ensure that both the external and internal features of the school were handicap accessible as required by law. This reconfiguration allowed more collaboration among special needs teachers, support staff, parents and students. In addition, our enrollment increased for preschoolers which afforded us a second preschool program.

In partnership with parents, Detroit Public Schools provides a comprehensive educational experience with the PACSA, former LSCO, to support the Academic Plan, Instructional Delivery and Accountability Systems in Detroit Public Schools. PACSA members are offered on-going professional development and training in the following areas: Understanding School Data, School Culture and Climate, Title 1 Parent Involvement, Presentation Skills, Conducting Productive Meetings, and Conflict Resolution. All PACSA members must complete 15-20 hours of formal training in these areas to be certified as Parent Ambassadors.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

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PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Based on our data dialogues and the reasearch, we have established three big ideas which will change teaching and learning at Henderson/Jemison.

1. The over arching reform model will be our Professional Learning Community. This will be implemented to promote data dialogues about student growth, teacher effectiveness, and instructional delivery of best practices to enhance student achievement. The meetings will be held during Wednesdays staff meetings. Agendas, sign-in sheets and activity documentation will serve as evidence of implementation. Teachers will help transform the school into a PLC by engaging in collective inquiry and collaborative data teams with a focus on performance outcomes. Their emphasis will be on rigorous teaching, active student engagement, and teaching relevant content aligned to the common core standards.

2.The Response to Intervention model will be used for students in the low 30% that are not achieving at the proficient level in all core subjects to support differentiated instruction in the classroom in order to close achievement gaps. The design of the tier three model will provide teachers with meaningful identification of learning and behavioral issues, data-informed intervention strategies on how to rank students in flexible groupings, and which instructional strategies are appropriate to address individual students' deficits.

3. Our school will focus on a data-driven approach that will assist us in modifying instruction to meet the needs of students, reporting on student achievement, teacher quality, and other issues. Based on performance results, student growth will be used as a predominant factor in closing the achievement gap. Data walls will be displayed in the classroom and throughout the building to show performance data, and each teacher will keep a data binder of assessments, charts, and graphs that show student growth. Teachers will design and use a variety of assessment tools to measure and monitor student progress, modify instruction based on student growth, and collaborate with colleagues to enhance student growth across all grade levels and content areas. The Student Achievement Review tool will be used to monitor student growth and will be collected bi-weekly and submitted to the principal. Both formative and summative data led to the selection of direct and differentiated instruction. Formative data such as: classroom assignments, daily teacher observations, student portfolios, student interest, and student learning profiles as well as data from Star Reading/Math, DIBELS and MAP diagnostic tests was used to determine, monitor and adjust flexible skill groupings. The summative data from MEAP results was used to provide comprehensive information about what students know and are able to do within core subjects. This data was sorted by skills across grade levels of students who did not meet, met or exceeded state standards, and teachers used the data to form flexible skill groupings in the classroom. Teachers used the Gradual Release Model during direct instruction of concepts and skills in their lesson plan design and instructional delivery inclusive of: anticipatory set, learning objectives, input, modeling, guided practice, feedback and independent practice. The MEAP results were used to sort and define skill groups for explicit instructional intervention strategies to improve specific skill deficit areas. Teachers ranked students in flexible groupings based on data that indicated the need for more work on particular skills in reading and math using progress monitoring as evidence to show student growth. During the fall 2009-10 only 5% of students were proficient on the Math MEAP test. In 2010 -11 the percent proficient dropped to 3%. There was an increase to 4% during the 2011-12 school years. During 2011-12 girls outperformed boys at grades 4 and 7. Students without disabilities outperformed students with disabilities at all grade levels. The performance levels of students who were non-economically disadvantaged did better than those students who were economically disadvantaged at all grade levels, except grade 5. During 2009-10 55.3% of students were proficient on the Reading MEAP test. During the 2010-11 reading scores decreased, except in grade 5 there was a 11.9% increase and in grade 8 there was a 3.1% increase. During 2011-12 reading scores increased in reading for the following grades: 3rd grade 8%, 5th grade 11.9% , 6th grade 7.3%, 7th grade 9.1% and 8th grade 10.8% increase. During 2009-2012 in Reading, females scored higher than males. In 2009-2011, 4th grade males scored higher than females in reading, and 5th grade females scored higher than males, but males scored higher in 2010-2011. In 8th grade, females scored higher in 2009-10 and 2010-11

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and males scored higher in 2011-12. Students with disabilities showed no significant changes in reading for grade 3-6 and 8 during 2009-2012. However, in 2009--2010, in the 7th grade there was a 12.5% increase in reading and during 2010-2011 less than 10% were proficient. Perception data collected from students, parents, teachers and community surveys was used to support our three big ideas. Students wanted more co-curricular activities and felt teachers needed to "break down" information to make learning easier. 90% of parents felt teachers provided quality instruction and wanted more technology in the classroom. 80% of teachers taught the core, used data to inform instruction, and received support in differentiated instruction. 70% of the community felt students needed more enrichment programs. A review of classroom projects, assignments, tests, homework and the analysis of our MAP results corroborated the low math and reading skills. Therefore, we will use RTI and PLC to improve students' achievement in reading and math. These interventions will extend teaching and learning time, enhance enrichment and active engagement, and provide additional planning time for staff development.

State what data were used to identify these ideas.

The measures of data (student achievement data, school programs/process data, perception data, and demographic data) were the driving forces behind the development of the school wide reform models, Professional Learning Communities and Response To Intervention, to ensure that the gaps and causes of the gaps are addressed in the school improvement process.

Demographic Data: The school data profile revealed average daily attendance inclusive of special needs students at 87%, and incentives were implemented to increase daily attendance for targeted students.

Achievement Data: This data was gathered from MEAP, Mi-Access, DIBELS, Burst, informal teacher assessments (observations, oral responses, gradual release model, etc), Star Reading/Math, report cards, progress reports, and NAEP. Teachers will use the Response To Intervention model to differentiate instruction for students who are not proficient in the core subjects.

Process Data: The data was gathered through classroom observations and walkthroughs, and an analysis of student performance outcomes from Data Director and SPR40. The data indicated the need for teachers to be engaged in collaborative inquiry and receive mentoring and coaching to support effective teaching strategies.

Perception Data: The data for parents was gathered through surveys during monthly parent workshops, Annual Open House, Parent Teacher Conferences, the Annual Title 1 meeting and monthly LSCO meetings. Data from teachers was gathered during weekly staff meetings and monthly professional development activities. Student surveys were gathered each semester, during after school, computer classes and enrichment programs.

Based on MEAP data trends from 2009-2012 the contributing causes for the gaps are as follows: Reading data indicated the instructional focus should be on identifying and describing story elements, narrative and informational text, word knowledge, and comprehension across the texts. The data for math indicated the instructional focus should be on solving simple word problems, length and money, basic facts/fluency, analysis of table and graphs, fractions and equations, and geometric shapes. The data indicated students need to be engaged in understanding and applying the scientific method, and integrating literacy and science skills across content. For social studies the data indicated students need to understand the five themes of geography, and apply knowledge of economics and government beyond the text making connections with the real world using critical thinking skills.

Based on the MEAP analysis of deficit areas in all core subjects, differentiated instruction will be the focus to guide the turnaround process for our school. Over the next four years, the Data Wise Improvement Process (Prepare, Inquire, Act) will be implemented to establish a foundation for learning from student assessment results. During Professional Learning Community meetings, teachers will be involved in data teams to discuss, analyze and interpret test results. Teachers will construct graphs of data collected and dig into student work using various data sources (Star Reading/Math, DIBELS, MAP and MEAP) to determine student learning styles, areas of strengths and weakness, and use progress monitoring to evaluate student growth. Teachers will develop an action plan to inform differentiated instruction across the curriculum. The school will provide professional development for staff on the use of data derived from the Golden Package to support instruction in the classroom. Teachers will prepare lessons that include differentiated activities for students with different activities and learning styles during extended workshop time and blocked scheduling. Student learning will be evaluated frequently using classroom

assessments, MAP, DIBELS, Star Reading/Math test results and documented by progress monitoring in order to assess class progress, student growth, and individual learning needs in order to gather feedback needed to guide instruction. Parents will be informed about student learning and activities, and will be given feedback from teachers about student growth through class assignments, formative and summative assessment reports, report cards, and student portfolios.

We will focus on analyzing Demographic Data regarding Sub-Group Achievement (i.e. race, gender, migrant, homeless, LEP, special needs, and economically disadvantaged). One area of concern will be the factors which cause the achievement gap between male and female subgroups inclusive of students with disabilities. In order to close the achievement gap between male and females, teachers will do the following: integrate technology across the curriculum, use a variety of manipulatives and develop activities for differentiated instruction, provide whole group, small group and one on one intervention strategies using the Tier 3 model, create learning centers, engage students in project based learning activities, extend learning and teaching time, and create a teaching and learning environment that fosters rigor, relevance and high engagement.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

Principal Deborah Manciel, was assigned to Henderson Academy, a newly merged school for the 2009-2010 school year. Based on the performance data from three merged schools, there was an urgent need for the development of both an achievement and data team comprised of Title 1 teachers to facilitate professional growth activities for staff, and to work with identified students not proficient in reading and math. The aim was to implement the reform models (PLC and RTI) to promote a laser-like focus on data that drives teaching and learning for both adult and student learner. The building was restructured into grade level clusters to promote a safe, efficient and effective learning environment which resulted in a decrease in student code violations, enhanced staff development, and incremental student growth. This afforded a deeper dive into the data to develop professional development activities, reshape the school culture /climate, and extend instructional time through block scheduling. All instructional personnel were engaged in co-teaching/inclusion, data analysis, progress monitoring, and Response to Intervention strategies through modeling and coaching to support both general and special needs students. Based on the MEAP 2009-2010 base line data, we made AYP and was in Phase Zero, but continuous school improvement efforts were determined to close achievement gaps. During the 2010-2011 school year variables such as: the retirement of 13 teachers, the lack of effective teacher replacements until November, 2010, a substitute teaching pool deficient in instructing students with consistency and satisfactory delivery, 1/4 of the teaching staff was rated unsatisfactory, and lack of parental involvement impacted our efforts to close achievement gaps. For the 2011-2012 school year, incremental growth improvement was indicated on the MEAP based on old cut scores. We became Phase Zero Alert based on achievement gaps of the students with disabilities. At the beginning of the 2011-2012 school year, substitute teachers were placed in vacancies and classrooms were overcrowded with over-aged students in the middle school. As we moved forward, various assessments indicated progressive student growth. We were in Phase 1 based on attendance and the new cut score. At the onset of the 2012-2013 school year Mae C. Jemison (a Priority School) merged into Henderson. We received 80% of the student population and three additional special needs programs. This year, the principal was able to select staff using the criteria based on the teacher performance evaluation process. Over 50% of the staff was newly selected and rated as effective teachers. The school culture was redesigned to meet the needs of the new population. According to research from American Association of School Administrators (June 2005 Number 6, Vol. 82/Calling New Leaders) a turn-around principal should possess certain qualifications. They are: 1. A sincere desire to help raise the achievement level of academically low-achieving children and consequently enhance these students' chances of success in life. 2. Conceptual understanding and sensitivity to the unique challenges faced by academically underachieving children. 3. Trusting relationships and rapport with superintendents, and cohesive teams to get the job done. The District will align the principal selection process for Priority schools. A final selection for the Principal of Henderson Academy will be made July 1, 2013. High impact school leaders are one of the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning. Turnaround/Transformation school leaders, however must possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools. That being said, the District will take the following action steps to ensure each Priority Schools are assigned a high-impact turnaround/transformation leader: The District will conduct individual principal performance reviews to: Assess each principal's performance relative to expected outcomes, Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning, Determine professional growth needs and required district support, Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building, Promote personal self-reflection and continuous professional learning, and determine which principals meet core requirements of a turnaround/transformation leader. In preparation for each performance conference, each principal will be required to discuss and bring supporting evidence as follows: 1. Describe the work to support improved teacher instructional practice. 2. Describe work to improve learning for ALL students. (ELL, special needs students, ect.) 3. Describe

data and assessment used to drive continuous improvement in teaching and learning. 4. Describe how monetary, human, and community resources are maximized to support whole school improvement. 5. Describe how the principal engages parents and community to improve student achievement. Deborah Manciel, meets the criteria for a turnaround principal because she leads her visionary team to make decisions based on data reflective of the school profile and summary report. She communicates to all stakeholders (parents and community) goals, objectives and strategies to ensure increased student achievement in all core subjects, and uses monetary and human resources to maximize school improvement. The vision, mission and belief statements reflect scientifically-research based best practices and strategies to address the needs of all students. Evaluative tools are implemented as she does classroom walkthroughs and data conferences to measure student achievement and instructional effectiveness.

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

During the 2011-2012 school year, the implementation of a new teacher evaluation process was initiated across the district, and a robust principal evaluation system was implemented to retain effective administrators. The performance evaluation for administrators consisted of an annual year end evaluation conducted by the superintendent or their designee. Throughout the process, administrators had an initial, mid-year and final performance review in order to meet the goals set forth in the improvement plan. Goal setting conferences were held and a 90 Day plan was developed and monitored. Professional development training was afforded and other measures were (student growth, assessment data, teacher performance, teacher/student attendance, leadership, professional contributions, and training) designed to improve the rating of the school administrator that was determined in the evaluation. Performance portfolios were presented with specified data regarding the district's academic improvement plan. Henderson's teachers and the principal collaborated about the development of the evaluation tool in November 2011. At the school level, the principal facilitated a workshop engaging staff in identifying the characteristics of an effective and ineffective teacher. The responses were recorded onto a template and submitted to the District along with the agenda and evaluation forms. Based on the teachers and principal's input, a teacher performance rubric was developed reflective of the five core elements. To implement the coaching process, the principal provided and discussed the teacher performance rubric, and engaged staff in viewing classroom videos from PD360. Teachers used the rubric to identify components of instructional effectiveness and rated the teacher performance. The Teacher Evaluation was a year long opportunity for teachers to develop, refine, and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educators responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process. Principals in-serviced their teachers on the evaluation process which included a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher was requested to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD360. Teachers were able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers received an initial observation conducted by the principal (DFT members were not able to conduct observations). Multiple classroom observations were conducted including the review of lesson plans and the alignment of the state curriculum. All administrators participated in inter-rater reliability training and coaching. The observer used the Observation 360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab. Observers conducted an initial meeting (post-observation) with the teacher to complete the following: review the observation with the teacher, review the teachers PLP and make recommendations, administrator and the teacher signed the PLP, provided the teacher access to the evaluation materials: rubric, observation form, etc., help review the list of possible assessments to use as measures of tracking student growth, and teachers were afforded opportunities for a mentor or coach throughout the process. During the months of November through April, teachers were provided with support and assistance. Administrators and teachers could recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators could also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation was conducted for struggling teachers and new teachers. Beginning in April, observers began conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator

conducted a conference with their teachers to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completed the annual rating form to determine and record effectiveness.

At least 25% of the end of the year evaluation was based on student growth and assessment data. In addition to student growth and assessment, teachers had to develop a portfolio consisting of instructional leadership abilities, student growth, professional contributions, training, achievement, school improvement, lesson planning, and student/parent feedback. Additional elements that factored into the teacher evaluation were: attendance, disciplinary record, accomplishments, and contributions). The five core elements were weighed and teachers who did not meet the performance evaluation criteria was not selected based on personnel/placement decisions. Beginning in 2013-14, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data (at least 40% in 2014-15, and at least 50% in 2015-16). Teachers will be able to select a minimum of two data sources to show student growth such as: MEAP Scale Scores (3-9), DIBELS (k-3), Benchmark Assessments, Classroom Assessments/Grades, Project Based Student Performance, IEP Goals, and Standardized Assessments. During the four year transformational plan, evidence of student growth will be the predominant factor in assessing a teacher's performance. The teachers will complete a Professional Learning Plan, and collect data and artifacts to provide evidence of their effectiveness for each of the core elements of the evaluation system. See attachment for timeline/district approval.

The original administrative evaluation of tool utilized by Detroit Public Schools was reviewed after receipt of the MCEE Final Recommendations. It was determined that the tool needed to be updated with components aligned to the administrator evaluation recommendations. The components that were sustained include the Initial Goal Setting and Mid-Year Review of Goals. Below you will find a timeline for the development, implementation and inclusion of the additional components that were added to the tool. The initial goal setting was based upon the School Improvement/Reform-Redesign Goals that were submitted in the School Improvement Plans.

Timeline for 2013-2014 Evaluation Implementation:

August 1, 2013 to September 1, 2013 - Review of School Improvement Plans and Updating School Improvement Goals

September 1, 2013 - Principals submitted School Improvement Goals (The goals set in the School Improvement or Reform/Redesign plans are the basis of the indicators used in the administrator evaluation tool used in Detroit Public Schools.)

October to December 2013 - Review Collection of Data (Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data)

January to February 2014 - Mid Year Review and Collection of Feedback (Principals will meet with their supervisors to review the school improvement goals. They will also have an opportunity to provide feedback on the process for providing progress, evidence, and artifacts towards meeting their goals.)

March to May 2014 - Review of Data Collection (Principals will continue to review assessment, School Improvement Progress, attendance rates, and Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data. Monthly meetings will be held with Assistant Superintendents to analyze the data collected. Verbal and written feedback will be provided to the principals on the data collected which will include recommendations for any areas of concern.)

June 2014 - Final Summative Evaluation Conducted

Final Summative Evaluation will consist of the following measures:

- 1) Continuous Improvement Practices - An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- 2) Instructional Leadership - An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3) Managerial Leadership - An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- 4) Organizational Leadership - An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.

5) Professional Ethics - An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Detroit Public Schools will continue to update the Administrative Evaluation Tool as recommendations are provided by the MCEE.

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

During the four year implementation phase, each year school leaders and teachers who have contributed in the increased achievement of student growth will be rewarded in various ways.

The school leader will be rewarded by the Parent Local School Community Organization who will provide the principal with a plaque and certificate of accomplishment for increased student growth. The staff will plan a recognition ceremony for the principal, and invite the State Representative to present an award for increasing achievement.

Teachers will be acknowledged as lead teachers who will facilitate professional development workshops in their subject area as a coach for their colleagues. Teachers will be given a celebration event, a luncheon with the principal, and given a certificate of achievement for student growth. Also, teachers will be given gift certificates, letters of glows from the principal, and extra prep periods during the semester.

Students will be rewarded for increasing their achievement in the following ways: lunch with the principal, certificates of achievement, acknowledged as students of the month, honor's assemblies, and special activities such as movies, dance, game day, etc.

The plan to reward staff for increasing student achievement will be executed based on data from DIBELS, MAP and MEAP assessment results. The implementation of the plan will begin in January of 2013 and end in June of 2013. By the end of the 2013 school year, each teacher must increase student growth by 25% (at least 40% in 2014-15 and at least 50% in 2015-16) based on assessment data as indicated in the Teacher Evaluation tool. Teachers will be able to select two data sources to show student growth, and present student work and other artifacts that support student growth in their portfolio. The Achievement Team (Principal, Assistant Principal, Instructional Specialist, Title 1 Teachers, and SIP Chair) and Data Team (Classroom Teachers across grade levels) will meet monthly during Professional Learning Community meetings to collaborate and analyze each teacher's class data report and student profile reports. The Data Team will create performance graphs which identify students who have shown incremental growth based on the assessment benchmark. Data Team will determine if the percentage of students meeting proficiency in reading and math increased on the MAP. Team members will determine the percentage of students moving from the intensive, strategic and benchmark category on DIBELS three times a year. The Data Team will identify students who moved from the bottom 30% performance level to close achievement gaps across all MEAP content areas, and students who met and exceeded the State Standard on the MEAP. The Achievement Team will design the activities for both teachers and students for being rewarded. The Title 1 teachers of the Achievement Team will monitor student growth and document skills and concepts mastered in their learning logs, and provide differentiated instructional activities during the push in and pull-out program using Response to Intervention model. The Instructional Specialist will coach teachers and model best practices in the classroom for teachers to support student growth, engage teachers in data dialogues regarding assessment data, and provide teachers with supplies and materials that support student learning styles. The Principal and Assistant Principal of the Achievement Team will collaborate with the School Climate/Culture Committee to design activities and programs, and present awards for teachers and students who have increased student achievement at the end of each test cycle, three times a year. At the end of each (2013-2016) school year, parents will be invited to a culminating ceremony for all students and teachers to be acknowledged for their accomplishments. The administrators will follow protocol as indicated in the Teacher Evaluation Process for teachers who are considered ineffective by identifying and rating teachers using the teacher performance rubric. The school leader will continue walkthroughs and classroom visitations, provide professional development opportunities for ineffective teachers to build their professional capacity, recommend multiple instructional support and coaching from Instructional Specialists, and engage teachers in the use of PD360. See Professional Development Plan, Teacher Evaluation Plan, and Teacher

Collaboration Schedule.

Developing the capacity of school leaders require that principals have access to professional learning opportunities that are aligned to core competencies that define effective leadership. The creation of a comprehensive principal evaluation system is a core element of leadership professional development and continuous improvement. In January 2013, the District will begin work on improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student achievement. February,2013-Detroit Public Schools will align current DPS administrator evaluation tool to domains mandated by MDE and developed by our internal team. February 2013 to April 2013-DPS will develop a rubric for all domains of the evaluation tool utilizing the evaluation scale mandated by MDE. May 2013-DPS Legal Council will vet the evaluation tool for inclusion in 2013-14 school administrator contracts. June 2013 to July 2013-Detroit Public Schools will provide school administrators with professional development pertaining to the new evaluation tool. August 1,2013 Detroit Public Schools will fully implement the administrator evaluation tool. The purpose of the evaluation system is to improve the capacity of the principal by: creating a shared vision of effective leadership, providing meaningful feedback to principals that support the refinement of their work, providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan,and creating a system of accountability. Effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement with the principals provided that salary step advancements(i.e.,compensation)and contract renewal will be based upon his/her performance with respect to but not limited to: budget,student attendance, professional development, and SIP goals.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

From 2012 to 2016 school year, professional development will include ongoing, systematic, and job-embedded experiences to enrich and enhance the skill sets of teachers in the areas of planning and preparing, engaging students in learning through high quality instruction, as well as utilizing assessment appropriately in instruction. This will help teachers and administrators attend to the classroom environment and improve student learning. Administrators will receive professional development to broaden their leadership skills and provide more instructional leadership for their staff to help themselves and their staff become more reflective, maintain accurate records, grow and develop professionally. As we move to increase student achievement on our standardized tests for the State and at the National level, we have adopted a city-wide common assessment (NWEA-MAP) that will enable staff to diagnose, monitor, and increase student achievement by utilizing data to modify and enhance instruction. Decisions for professional development were based upon the needs of the building-level staff members and the analysis of the data collected from the standardized assessments. District Professional Development activities are aligned to the State Professional Development Standards.From 2012-2016 Henderson's staff will have monthly embedded professional development in targeted content subject areas (math, reading, science, writing, and social studies) to support a data driven system aligned to the State Standards. Specific professional development activities will be aligned to the school's comprehensive needs assessment and school reform model, and included in school level activities based on data results. Lead teachers, Title 1 teachers, the Instructional Specialist, and consultants will conduct in-service training during staff meetings and extended day to improve instructional best practices for all subgroups and students not proficient in core content subjects.

The professional development training will be implemented at the building level beginning the 2012-2013 year and ending 2013-2014. The principal will arrange training for all staff to participate and/or facilitate as Teachers as Trainers during weekly staff meetings: Writing Across the Curriculum, Response to Intervention, Direct Interactive Instruction, Project -Based Learning, Constructivist Approach to Science and Math, Research-based Instructional Strategies in Content Subjects,Teacher Teams/Peer Coaching, Common Core Standards, Building a Professional Learning Community, Co-teaching/Inclusion, and Differentiated Instruction. A professional development calendar, the use of

PD360 videos, agendas, sign-in sheets, and reflection/feedback forms will be used as documentation for implementation. A monthly professional development calendar is attached.

Based on the 2011-12 MEAP data students scored at or above proficiency in Writing: 7% of grade 4 students leaving a 38% achievement gap and 9% of grade 7 students leaving a 38% achievement gap. Data indicated to focus on process writing skills across the curriculum and 6+1 traits using differentiated instruction. Teachers will follow the core curriculum, district pacing guides and design lesson plans that reflect writing skills to show how professional development is translated into the classroom. Teachers will create writing centers and engage students in writing projects and 6+1 traits during differentiated instruction. Based on the 2011-12 MEAP data students scored at or above proficiency in Reading: 15% in 3rd grade leaving a 47% gap, 18% 4th grade leaving a 50% gap, 16% grade 5 leaving a 53% gap, 22% 6th grade leaving a 45% gap, 25% grade 7 leaving a 35% gap, and 26% grade 8 leaving a 35% gap. Data indicated to focus on comprehension strategies cross the curriculum, narrative text, story elements and word knowledge using Response to Intervention strategies. Teachers will translate reading PD into the classroom indicated in their lesson plans and implement RTI for students using the Tier III model. Teachers will use data from MAP, DIBELS, Accelerated Reader and Star Reading in the classroom, library and computer lab for differentiated instruction. Based on the 2011-12 MEAP data for Math student scored at or above proficiency: 3% grade 3 leaving a 33% gap, 2% grade 4 leaving a 38% gap, 4% 5th grade leaving a 36% gap, 4% grade 6 leaving a 33% gap, 8% grade 7 leaving a 39% gap, and 0% grade 8 leaving a 29% gap. Data indicated to focus on word problems, basic facts, analysis of graphs/tables, fractions and equations, and 2D shapes. Teachers will follow the curriculum guide and pacing chart, and indicate skills in their lesson plans. Teachers will translate Math PD in the classroom and computer lab by teaching math through cooperative learning, using manipulatives, and connect real world context to mathematical concepts and ideas through differentiated instruction. Based on 2011-12 MEAP data for Social Studies 0% of students were not proficient leaving a 28% gap. Data indicated students need to understand the five themes of geography, knowledge of economics and government. Teachers will translate PD in the classroom through project-based learning activities and differentiated instruction. Based on 2011-2012 MEAP data for science 0% of grade 5 students were proficient leaving a 15% gap, as well as 8th grade students leaving a 16% gaps. Data indicated the focus on the scientific method, constructive response, and literacy across the all strands using technology and differentiated instruction. The principal will do classroom walkthroughs and use the teacher performance rubric regarding pedagogical skills, lesson plans, learning logs, and data graphs to evaluate teacher effectiveness. Progress monitoring and RTI strategies will be implemented, and teachers will record student growth aligned to GLCE's onto the Student Achievement Review template to measure the success of differentiated instruction

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school Transformation/Turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates. The transformation schools have numerous career path opportunities with regard to the advancement of Teachers. The positions include both Instructional and Administrative responsibilities. Growth and/or Career Opportunities include: Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officer, Assistant Principals and Principals. Regarding flexible working condition, the Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments appropriate. There are plans for the incorporation of a wellness program, addressing the needs of the District's aging Teacher population. Additional efforts are being made to enhance the existing Medical Family Leave program, through the incorporation of earned vacation time for absences occurring within such a period. Continuous use of the sick leave donation program will assist with retention efforts for Teachers struggling with medical related factor. Additional retention successes are expected due to the modifications of Teacher Performance requirements thereby ensuring that highly effective Teachers are placed within the District, ultimately positively impacting the environment for staff and students. The

Transformation/Turnaround schools will work in conjunction with Detroit Public Schools Talent Acquisition Department in the development of promotional opportunities and career growth as well as enhancing flexible working arrangements to meet the needs of staff. The District has a strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants. Job fairs, presentations at teacher training institutions and regional meetings are typical. Transformation schools will benefit from sustainable relationships with institutions of higher education to recruit highly qualified individuals through traditional and alternative certification routes. The Transformation/Turnaround Schools with support from the TAD will enhance its University partnerships and expand its community based relationships for the purpose of sourcing highly effective Teaching staff.

In collaboration with the District's Human Resource Department and DFT Collective Bargaining Agreement, at the school level the current plan to recruit/retain educators is as follows: 1. The administrative team will be provided an opportunity to interview qualified teachers based on the criteria and protocols detailed in the Teacher Performance Evaluation Tool to recruit and retain staff. In June 2013 all staff will be interviewed by a panel inclusive of administration and the DFT Union Representative. 2. In June through August of 2013 administrators will be provided a list of eligible teachers from Human Resources to contact, interview and select to fill vacant teaching positions. 3. From August 2012- July 2013 staff will be able to apply for job positions on the district's website for promotion and career growth opportunities. 4. Additionally, throughout 2012-2013 administrators and teachers will receive SBCEU's for participating in professional development opportunities provided to meet certification requirements and paid stipends for staff development. 5. Also, administrators and staff will be able to receive additional training regarding leadership and teacher effectiveness to support curriculum, instruction, and assessment as well as technology training through Solutiowhere registration from August 2012 to July 2013.

During 2009-2012, opportunities to promote teacher professional growth consisted of staff becoming Title 1 teachers, Instructional Specialist, Literacy/Math Coaches, Lead Teachers, Assistant Principals and Academic Engagement Officers within the building based on certification requirements and teacher performance effectiveness to support areas of student need. Teachers have flexible working conditions as they collaborate and plan lessons within their grade level clusters during differentiated instruction. Teachers agreed to have flexible two hour staff meetings via the DFT contract. Instead of having the staff meeting every Wednesday for two hours after dismissal, teachers have 2 one hour Wednesday staff meetings designed in the morning and afternoon to support District mandates and professional development. Also, teachers sign-up for various school governance committees and grade level school programs as coordinators and lead teachers. Additionally, teachers are able to facilitate workshops, mentor and coach colleagues. Teachers are able to volunteer and participate on special school projects such as: School Improvement Planning, AdvanceED work, MDE and WRESA committees, District Testing Coordinators, Lead Teachers in content subjects, Lead Teacher for Specialized Student Services, Achievement Team and DataTeam facilitators, Trainer of Trainers, Student Council coordinator, DAPCEP teacher coordinator, Debate coach, and Beta Club sponsor.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

The use and collection of multiple data sources (MEAP, MAP, DIBLES, Burst, Accelerated Reader/Math and The Golden Package,) aligned with State standards are analyzed to drive curriculum, instruction and assessment across grade levels and content areas as well as identifying learning gaps. The continuous use of student performance data, specifically, students at the low 30% is used to design differentiated instruction. The following data resources will be used from the Golden Package: MEAP Blue Print for each core subject and Student Listing of MEAP Performance by Standards. The data process is embedded in the research-based reform model, Response to Intervention, for identified students in need of strategic and intensive intervention in reading. Susan L. Hall. Implementing Response to Intervention. Thousand Oaks, CA, 2008. Corwin Press. Chapter 3. pg.59-79. According to research teachers need to: use student data to inform instruction; utilize formative data to manage small-group intervention for various performance levels (benchmark, strategic, or intensive) in order to provide differentiated instruction in the core reading program; understand and apply the 3-Tier Reading Model that allows uninterrupted reading instruction to support homogenous grouping; know how to develop lessons that integrate the five essential components of reading using an explicit, systematic sequential approach. Those identified students in reading, inclusive of special needs, receive specific skills and strategies in a push-in and pull-out small group setting and/or co-teaching/inclusion environment. The Response To Intervention model will be used for instructional intervention as follows: Tier I: Teachers will provide all students with high engagement and effective instruction utilizing all core programs during whole group instruction. Tier II: Classroom teachers and Title 1 teachers will use differentiated instruction using research-based strategies, best practices, and implement DIBELS, Burst, Text Reading Comprehension, and Accelerated Reader and Math for students in K through 5th grade. Classroom teachers and Title 1 teachers for grades 6th through 8th will utilize MEAP data and Accelerated Reader/Math to derive their small group instruction with a focus on the low 30% students not proficient. Title 1 teachers will provide support using literacy centers, literacy circles, leveled libraries, guided reading as well as math workshop, project-based learning, math facts in a flash and integrated technology for Tier I and Tier II students. Students at or above proficiency will be provided activities designed and facilitated by the classroom teacher. The remaining students will work with the general education teacher during the extended workshop instructional program and teacher assistance time. Teachers will use progress monitoring to teach toward mastery, provide evidence-based interventions using an individualized learning plan called SAR's, Student Achievement Review tool, and adjust those interventions based on student performance, student growth, and integrate best practices for targeted students. Tier III: Students who are unable to attain mastery according to data during Tier I and Tier II instruction will receive additional assistance by Special Education Resource teachers during the school day as well as during After School Tutoring and Summer School by general education teachers. Those identified students in the low 30% in math, inclusive of special needs, receive specific skills and strategies in a push-in and pull-out small group setting and/or co-teaching setting by Title 1 math teachers. The Title 1 math teachers will provide support using, MEAP data, Star Math and Accelerated math data, and develop lesson plans aligned to the state standards. The SIP team (Parish, Wilson, Ford, A. Smith, Staples, Adams, Blanchard, Darnell-Brown, Doster, Manciel, Rivers) comprised of grade level learning teams, Achievement Team (Manciel, Doster, A. Smith, Rivers, Adams, Blanchard) and Data Teams (Bryant, T. Smith, Parish, Wilson, Ford, A. Smith, Staples, Adams, Blanchard, Darnell-Brown, Doster, Manciel, Rivers) will meet during staff meetings to conduct data dialogue conferences to determine instructional effectiveness in increasing achievement of students furthest from achieving the standards. The teams will look at data that indicates a 10% increase as an indicator of student growth.

Data from the Golden Package was used to identify the math strands and GLCEs that were strengths and weaknesses for our students. At all grade levels, 100% of the students were not proficient in making mathematical connections and properties of 2D / 3D shapes. These will be the focus of school-wide interventions. Data from the Golden Package was used to identify the reading strands and GLCEs that were strengths and weaknesses for our students. At all grade level 100% of the students were not proficient in reading comprehension. This will

be the focus of school-wide interventions. Teachers will be engaged in Data Dialogue as the intervention to improve teaching and learning and show how a systematic focus on data helps make better instructional decisions. Teachers will meet monthly in learning communities and grade-level meetings to review student work and student's mastery of math and reading objectives. Teachers will identify each class's overall areas of relative strengths and weaknesses so that teachers can appropriately allocate instructional time and resources. Teachers will also share instructional and assessment methods and adapt classroom strategies to meet the needs of our students.

Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

At weekly staff meetings, grade level learning teams will discuss student performance data relative to curriculum, instructional delivery and assessment strategies. Teachers will make frequent analysis of performance data and identify interventions needed for targeted students to increase performance levels in all core content areas. Instructional research-based assessments such as MAP, Accelerated Reader/Math, Star Reading and Math, Burst, DIBELS will be used to monitor student progress. As results become available, teachers will implement a Student Achievement Review tool (an individualized learning plan) designed to focus on State standards that students need to master. The development of the SAR's will be used after various assessments such as (MAP, MEAP, DIBELS, BURST, Star Reading/Math). Teachers will use the data to modify instruction and lesson planning. The intervention strategies to support the RTI program are designed for Tier II students performing at levels 3 and 4 on the MEAP. The SAR's, DIBELS and Burst will be used bi-weekly as an evaluative tool for progress monitoring and direct instruction for students needing intensive intervention as teachers teach toward mastery of GLCE's and CCS. Staff will use MAP and the Golden Package to analyze data and design instruction to meet the needs of individual students. Within the classroom, teachers will use differentiated instruction, flexible grouping, peer tutoring cooperative/collaborative learning, project-based learning and the interactive direct teaching approach to provide effective skills and strategies for students with difficulty mastering State standards. Through the use of technology, all staff will be trained to navigate, explore and retrieve data to improve student achievement. Data walls will be visible throughout the building and within the classroom for students, staff and parents to view student growth and progress, attendance, and discipline infractions coordinated by teachers and the Data team. Teachers will use the data to adjust their instructional delivery to meet the individual student needs. During the 2 hour blocked scheduling for math and 120 minute literacy block, teachers are engaged in workshop to provide differentiated instruction. This intervention is embedded into the master schedule for the full school year and used as a graded class in order to monitor student growth. Teachers in grade k-5 go to the library intervention center twice a week and engage students in differentiated activities for both reading and math. Classroom teachers use various data sources and the core curriculum to design lessons using the RTI Tier Three model. Based on data results, students are ranked by performance and ability levels, and teachers design lessons and learning centers (listening, writing, reading, math, computer) to support their learning style as a basis for differentiating. Title 1 Teachers and the Educational Technition provide support to teachers by designing lessons and materials aligned to the GLCE's students need to master, and provide small group intervention to meet individual student needs. Students have instructional support from four teachers as they move in and out of learning centers. Title 1 Teachers monitor the process and student learning as well as document standard -based lessons and strategies in their learning logs. Targeted 6-8 grade middle school students performing in the bottom 30% receive the same differentiated instruction without the teacher during the ELA workshop block as a pull-out intervention. The Title 1 math teacher also provides differentiated instruction to the bottom 30% who have not mastered GLCE's in math as a push-in/pull-out intervention in the classroom. Both the classroom teacher and Title 1 staff collaborate about the data, lessons and materials needed during their planning time. All teachers are engaged in data dialogues as an intervention to review and analyze various data sources. The student data is evaluated using progress monitoring tools and the Individualized Student Profile as teachers track student growth. During this co-teaching environment designed for coaching and modeling, all teachers are becoming more acclimated to differentiating instruction. The areas of improvement are noted in the last three years for MEAP and DIBELS assessment data. In 2009-2010, DIBELS scores were 31%. In 2010-2011, DIBELS scores were 22%. In 2011-2012, DIBELS scores were 31%. Third year DIBELS increased 9% for students at Benchmark end of the year results. In regards to students' proficient on the MEAP: 3rd grade Reading scores decreased 9.7% our second

year, but increased 8% our third year. Math scores decreased 3.2% our second year, but increased 1.6% our third year. 4th grade Reading scores decreased 1.8% our second year and decreased 0.6% our third year. Math scores increased 0.1% our second year, but decreased 2.3% our third year. There were no writing scores for our first year, but there was a 4.4% decrease from the second year to the third. 5th grade Reading scores increased 11.9% our second year, but decreased 15.9% our third year. Math scores increased 2.9% our second year, but decreased 5.1% our third year. Science scores indicated no proficient score, but there was a 2.9% increase in partially proficient students the second year, and a 0.5% increase the third year. 6th grade reading scores decreased 8% our second year, but increased by 7.3% our third year. Math scores increased 1.3% our second year, and 2.7% our third year. Social Studies increased 0.2% our second year, but decreased 1.3% our third year. 7th grade reading scores decreased 8.1% our second year, but increased 9.1% our third year, Math scores remained the same our second year, but increased 5.3% our third year. There were no writing scores our first year, but there was a 3.5% decrease our second year. 8th grade reading scores increased 3.1% the second year and 10.8% the third year. Math scores increased 2% the second year, but decreased the third year. There were no students who scored proficient on the science portion. However, 0.3% increased in partially proficient portion in science the second year, but there was a 1% decrease the third year.

Based on the data, the Instructional Learning Cycle (ILC) pilot was adopted as a comprehensive school-wide initiative. Teachers utilized current benchmark data and teacher-designed assessments in order to focus on selected standards. The ILC is collected after each benchmark assessment cycle. Teachers, independently, analyzed a variety of assessment data (external, district-schoolwide, and classroom) using the triangulation data process. Then teachers met in grade level clusters and content areas to work collaboratively to examine data, analyze student work, and discuss instructional strategies to improve student growth. Based on the results of the benchmark assessments, teachers created a pretest to address specific common core standards of nonproficiency. The selected common core standards were embedded into their instructional delivery and their daily planning for a 2-4 week cycle. Afterwards, students were given a posttest of the content taught to show growth. A classroom template was designed to record data results of both pre/post test, described challenges and next steps, and identified students who were proficient, near proficiency and non proficient regarding the mastery of the common core standard. The data will be utilized to support RTI and the development of the SAR's for students needing more intensive intervention. Additionally, each student will have an Individualized Learning Plan as a tool to document student growth inclusive of all assessments with comments describing strengths and challenges. The ILP will be provide to the receiving teacher of the next grade level at the end of the school year in order to support differentiated instruction.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.

This school schedule consist of extended instructional time across all grade levels and core subjects. During 2011-2012, students in grades K-5 had 190 minutes of blocked literacy and two hour blocks of math. The 6th-8th grade students had two hours of ELA/Reading and two hours for math. The components of the literacy block include: Warm-up(15 min.) Activate Prior Knowledge, Vocabulary Development (15 min), Word Knowledge/Word Work (15 min) Phonics/Phonemic Awareness, Reading (30 min), Small Group-Differentiated Instruction/Centers, (45 min) Guided Reading, Whole Group (45 min) Writing Workshop, Fluency/Wrap-up (15 min), Read Aloud (10 min) Model Fluent Reading. The components for the math block include: Warm-Up (10 min) Prior Knowledge, (30 min) Whole Group/Direct Instruction/Launching, (20 min) Inquiry/Explore, (45 min) Small Group-Guided/Independent Differentiated Workshop/Centers, (15 min)Wrap-up Summary/Problem Solving. This established schedule provided increased time for all students to learn core academic content. Teachers had five common preparation periods for planning and an additional hour on Friday's for grade level meetings to collaborate about student achievement.

During 2012-2013, increased extended instructional time (180 minutes) aligned with core subjects and enrichment activities will offer students more choices for learning, and will be designed to help improve teaching and learning for all students. The aim is to have teachers teach with rigor, engagement and relevance in order to close the achievement gap. Instructional time was increased by eliminating non-instructional preparation time, and offering supplemental subjects aligned to the core and electives that complement and enrich the curriculum. This school year, teachers meet during the two hour mandatory staff meeting, and teacher collaboration time is provided as well as professional development training and activities. Also, teachers meet with their grade level learning teams during lunch hour to discuss best practices and collaborate on ways to improve achievement. In addition to the core subjects (reading, math, science, ELA, and social studies) all students are engaged in project-based learning activities on Friday's during the 8th hour for 50 minutes. The following courses/enrichment activities are implemented into the master schedule to maximize classroom instructional time: Readers Theatre-Students will engage in reading plays. Teachers will teach reading, listening, speaking and writing skills using the core reading program. Reading Workshop-Students will be engaged in literacy circles, literacy learning centers, journalism, D.E.A.R. program, and guided reading supported by RTI. Teachers will reinforce reading comprehension strategies and skills while students read and discuss novels and student selected high interests books in collaborative groupings. Global Issues-Students will engage in multi-cultural enrichment activities while exploring different countries/cultures, and how foreign/historical conflicts have impact on the United States. Teachers will teach critical thinking skills and comprehension strategies for informational text, integrate research skills and technology through project based activities. Debate-Students will take a stand on political and global issues that impact the core democratic values. Teachers will integrate reading, writing and speaking and, teach persuasive and technical writing skills. Accelerated Math- Students will be engaged in math skills/concepts that are aligned to specific math objectives/standards that match student performance levels using RTI model. Teacher will teach math concepts and skills using technology and games to differentiate instruction. Math Games-Students will be engaged in hand-on manipulatives and board games to apply math skills and concepts as well as integrating technology. Health-This course will service students in grades 6-8, including special needs students while being integrated through Science in a co-teaching setting. Science Lab-Students will practice inquiry in a constructivist approach to support scientific and project-based learning method through experimentation. DAPCEP-Students will be engaged in scientific experiments, engineering, science research, laboratory project-based learning activities and science fair projects. Teacher will teach the scientific method, inquiry strategies and integrate literacy. Science Research-Students will create projects researching minority engineers, scientist and inventors using a variety of media and technology. Robotics-Students will be engaged in hands-on project-based learning aligned to STEM guidelines;and learn about rockets, roller coasters and robotics. Teacher will teach geometrical math concepts and

physical science concepts. Career Experience is a Lemonade Day program to prepare students for a career path in business/entrepreneurship aligned with math components. Students will develop a business plan and start up small business. Teacher will teach reading and writing skills, reinforce math concepts, and integrate technology. Art- Students will engage in creating hands-on projects related to literacy and cultural themes. Teachers will reinforce math, reading and writing skills using higher order thinking skills. During the 2012-2013 school year, teachers have two preps a week, within grade level clusters to collaborate about teaching and learning. During weekly staff meetings teachers have two hours of collaboration time to engage in data dialogues. Instructional time will be measured by using progress monitoring, improved assessment results, and student engagement. Results will be used to track classroom instructional time using walkthroughs, pacing guides, and daily lesson plans. Results will be reflected in the teacher evaluation tool for instructional delivery. The 2013-2014 student schedule and school calendar will have added minutes/days for all students. See documentation.

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Henderson/Jemison will develop a parental involvement plan, and distribute it to parents with children participating in a School-wide Title 1 Program. Parents will be notified through flyer, SchoolMessenger, and calendars. The parents will be offered flexible meetings held in the morning, during the day, and/or evenings. Quarterly Parent Teacher Conferences will be scheduled and Annual IEP's for students with special needs. The parents will be encouraged to attend and be informed of their rights to attend school activities, be involved in the school improvement planning, and their child's education. Parents will be afforded opportunities to volunteer, support our open door policy for parent classroom observations, and participate in parent fundraising /school -wide activities. Henderson/Jemison staff will provide assistance to parents of children served by the school and/or local educational agency, in understanding assessments, how to monitor a child's progress, and work with educators to improve the achievement of their children. Parents will be provided materials and training through the use of the Parent Resource Center, parent workshops, Learning Village and inservices from Wayne County Legal Services. Coordinated programs and activities with Head Start will be implemented by preschool home visits, preschool to kindergarten transition, and parent preschool meetings. Also, by having continuous engagement with the following community partnerships: Mobile Dentist, Lens Crafters, Vision and Hearing, Brothers On Patrol, G.R.E.A.T. conflict resolution programs, Don Bosco, Detroit Impact, and Wayne State University will bridge the home-school connection, and ensure that both the parent and child is attending a safe, teaching and learning environment. Effectively involving parents with students and teachers will enable parents to understand more clearly the curriculum as we reshape the school climate and culture so that they can support their children. A learning compact will be provided as an agreement with parents, teachers and administrators to provide avenues for involvement. Parent workshops will be conducted monthly to explain the Student Data profile and how to best assist their child at home. Parental programs will be designed based on Title 1 mandates to increase parent engagement regarding student achievement. Topics will be tailored to focus on the following assessments such as DIBELS, Burst, MAP, MEAP, NAEP assessments. Parents will be informed about norm-referenced and criterion referenced test scores, student performance and weekly progress reports, monthly activities and programs, and school climate during parent teacher conferences, RCT meetings, Parent Cafe' workshops, the Title 1 Annual meeting, and the monthly LSCO meetings.

During the fall 2009-10 only 5% of students were proficient on the Math MEAP test. In 2010 -11 the percent proficient dropped to 3%. There was an increase to 4% during the 2011-12 school years. During 2011-12 girls outperformed boys at grades 4 and 7. Students without disabilities outperformed students with disabilities at all grade levels. The performance levels of students who were non-economically disadvantaged did better than those students who were economically disadvantaged at all grade levels, except grade 5. During 2009-10 55.3% of students were proficient on the Reading MEAP test. During the 2010-11 reading scores decreased, except in grade 5 there was a 11.9% increase and in grade 8 there was a 3.1% increase. During 2011-12 reading scores increased in reading for the following grades: 3rd grade 8%, 5th grade 11.9%, 6th grade 7.3%, 7th grade 9.1% and 8th grade 10.8% increase. During 2009-2012 in Reading, females scored higher than males. In 2009-2011, 4th grade males scored higher than females in reading, and 5th grade females scored higher than males, but males scored higher in 2010-2011. In 8th grade, females scored higher in 2009-10 and 2010-11 and males scored higher in 2011-12.

Students with disabilities showed no significant changes in reading for grade 3-6 and 8 during 2009-2012. However, in 2009--2010, in the 7th grade there was a 12.5% increase in reading and during 2010-2011 less than 10% were proficient. Perception data collected from students, parents, teachers and community surveys was used to support our three big ideas. Students wanted more co-curricular activities and felt teachers needed to "break down" information to make learning easier. 90% of parents felt teachers provided quality instruction and wanted more technology in the classroom. 80% of teachers taught the core, used data to inform instruction, and received support in differentiated instruction. 70% of the community felt students needed more enrichment programs. A review of classroom projects, assignments, tests, homework and the analysis of our MAP results corroborated the low math and reading skills. Our achievement data and perception data is used to determine professional development, parental workshops, and academic activities that support teaching and learning, the role of parental involvement in building professional learning communities, and data is presented by our instructional staff to parents during Parent Cafe's. Through Open Houses, recruitment fairs, academic fairs, family nights, parent involvement in field trips, honors assemblies, school wide activities and Pre-school monthly parent meetings we engage our parents in the educational process through robocalls, flyers, letters, invitations, and parent emails. Our LSCO presidents recruits parents during each monthly meeting. Parents fill out an application which is sent for approval by the Office of Parent Involvement. Once approved, parent sign a statement of agreement indicating a mutual understanding of the volunteer activity needed and how they will volunteer within the school.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

In collaboration with the District's Human Resource Department, the leadership team was provided an opportunity to interview qualified/effective and highly effective teachers based on the teacher performance evaluation tool for the 2012-2013 school year. Teachers were provided an opportunity to interview at the school-base and participate in the off-site selection process. The district provides on-going professional development opportunities for teachers to receive SBCEU's in order to meet certification requirements and paid stipends for staff development, and technology training through Solutionwhere registration from August 2012 to July 2013. Teachers receive consistent salaries and benefits, and career growth opportunities at the local, state, and national level as a means to attract and maintain highly qualified teachers. Additionally, the district allows the Principal to offer professional development activities at the school level during staff meetings designed for teachers to stay abreast of best practices and research as it relates to increasing student achievement. Teachers meet during common preparation and staff meetings with their Professional Learning Community (PLC) to analyze data and monitor /adjust instruction. As documented in the master schedule, by removing the five preparation periods, students will be provided with three additional hours of instruction. With the three hours of extended instructional time, supplemental courses aligned to the core curriculum, and an additional hour of project based learning activities will cause more flexibility to substantially increase student achievement.

The district provides the building principal operational flexibility by the following: the assignment of teacher based on certification and areas of student need, the design and implementation of academic and enrichment programs and clubs, the development of the school calendar, the design days and times of after school tutorial programs, creation of your master schedule, and the building grade level configuration. From August 2012 to July 2013, the District provides the school leader flexibility for budgeting based on the Comprehensive Needs Assessment and School Improvement Plan, the principal and the Achievement Team has flexibility to utilize funds to purchase supplies, technology, personnel, and resources that support student achievement.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

Detroit Public school will ensure that each Priority school receives ongoing and intensive technical assistance to support their school turnaround efforts. Detroit Public Schools is committed to providing all Priority Schools with a high level of differentiated support based on their school's need. The District has established an Office of School Turnaround which includes the following staff: (2) Assistant Superintendents for Priority Schools who are assigned to the Office of School Turnaround.- The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

Instructional Specialist to provide coaching in data-analysis, strategic planning, differentiated instruction, scheduling, student engagement, and strategic family/community planning aligned with the SIG.

Designated individuals in the Office of Grant Compliance and the Office of Procurement and Logistics to assist schools in aligning resources

to support school improvement initiatives.

Priority School Coaches - Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Grant Compliance Officer - The Grant Compliance Officer will support the district in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

The District is in collaboration with MDE, WRESA and other external partners who provide job embedded professional development for administrators on leadership and pedagogical skills for teachers so they can successfully implement school reform strategies. Also, the district appoints a technical support person to ensure all technology is working at the building level such as copiers, netbooks, desktops, laptops and smartboards. Additionally, technical assistance is provided through Zangle and WRESA MI-Star School Information System. As a Priority School, technical assistance from a WRESA School Improvement Facilitator and MSU Intervention Specialist has been provided to assist in the implementation of the Transformation Redesign Reform planning process.

In addition, teachers will be able to integrate technology into the curriculum for students in grades 6-8 through the use of netbooks, on-line lesson plans, and computer software programs with assistance from the IT department. School administrators and teachers will be able to attend sessions and webinars (PD360) to implement instructional best practices and strategies regarding various topics from peers about successful school improvement planning.

Detroit Public Schools will provide extensive monitoring. Five Reform/Redesign Monitors will monitor the implementation of 6-7 schools. The Reform/Redesign monitors will utilize a tiered approach to monitoring. This includes: Frequent Site Visits, Required Data Reporting, and Formal Quarterly Benchmark meetings. The monitors will evaluate local progress and provide guidance to the District level in meeting the student achievement goals and the selected intervention models. Monitors will submit monthly reports to the Office of School Turnaround detailing the school's efforts and progress. Feedback will be utilized to guide the level of professional development and type of technical support based on the school data. Detroit Public Schools will continue to seek the support offered through Michigan Statewide System of support and School Reform Office.

The District is in partnership with MSU and Wayne RESA will provide ongoing, intensive technical assistance. We will use the services of the assigned School Improvement Facilitator (SIF) from RESA and an Interventional Specialist (IS) from MSU to weekly evaluate, our teaching and learning practices, monitor students' academic progress and help to adapt lessons and teaching strategies in response to students' needs beginning in September and end the last month of the school year. The IS will provide advice on data implementation and data analysis. The data team will meet monthly with the IS and SIF to monitor the school's progress in executing plan components and adhering to timelines. The IS will provide coaching and feedback to help team members interpret and make changes based on data and develop their capacity to use data effectively. The IS will a) model data use to interpretation, tying examples to the school's vision for data use and our learning goals; b) model how to transform daily classroom practices based on data-driven diagnoses of student learning issues; c) assist staff with data interpretation by preparing data reports and related materials and finally; d) train and support staff on using data to improve instructional practices and student achievement.

The School Improvement Facilitator (SIF) will provide guidance in writing and implementing the School Improvement Plan. The SIF will be responsible for:

1. monitoring the school improvement process at the building level and providing technical assistance around instructional strategies and classroom level student achievement data.
2. supporting the integration of the components of the Reform and Redesign Plan that addresses instructional practices involving Math and ELA, and including teacher actions in the classroom to deliver instruction that must include professional development and the use of data to identify and implement the instructional program.
3. supporting development and refinement of internal building processes and procedures around school improvement.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<p>The Employee Performance Evaluation tool is used for school leaders. It is a collaborative process between the evaluator/supervisor and the employee focusing on the five essential job performance objectives. The five performance goals are measured against relevant competencies.</p> <p>The Teacher Performance Evaluation tool is used for teachers. It is a collaborative professional growth model to determine the effectiveness of teachers ensuring that they are given ample opportunities for improvement focusing on five core elements.</p> <p><u>Attachment:</u></p>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<p>The school's Professional Development calendar was designed based on our Comprehensive Needs Assessment and the School Improvement Planning process from 2009-2013.</p> <p>The District's Professional Development calendar reflects in-service training and offerings to build teacher effectiveness across all content subjects for the 2012-2013 school year</p> <p><u>Attachment:</u></p>

<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	<p>Yes</p>	<p>The documents of extended learning time is reflected by scheduled daily clock hours of instruction for grades K-8 for the 2012-2013 school year. A master schedule is provided to show course offerings to students for seven hours of instructional time inclusive of blocked scheduling in the core subjects, enrichment activities, and electives. <u>Attachment:</u></p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>Project Based Learning activities are embedded into the instructional program and is reflected within the master schedule for the 2012-2013 school year. The enrichment activities are aligned to the core curriculum to support additional instructional time to improve student learning. <u>Attachment:</u></p>
<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Teachers are provided two hours on Wednesday's during staff meetings to collaborate, plan and engage in data dialogues and professional development within and across grades and subjects. District professional development offerings are provided to teachers to support areas of content. <u>Attachment:</u></p>

<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>A Letter of Agreement between the Detroit Public Schools and Detroit Federation of Teachers was established for Priority Schools. A shared decision-making process was executed as outlined in the collective bargaining agreement to accommodate Priority schools. The Letter of Agreement was implemented to ensure that all staff and students were offered a rigorous educational program that would effectively address both educational and instructional reform /redesign efforts.</p> <p><u>Attachment:</u></p>
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